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ABSTRACT

The purpose of this booklet is to broadly describe the scope and sequence and course content of the grade 10 Canadian geography course that is taught in the Lethbridge (Alberta, Canada) Separate School District #51. It also explains the structure of a notation system which is primarily used to ensure that Alberta's course requirements are met. This document provides: (1) a description of the purpose of studying Canadian geography; (2) a list of the course units; (3) a sample scope and sequence outline; and (4) a sample unit plan. Rationales, generalizations, and concepts are provided for units that teach about: (1) place names; (2) economic geography; (3) physical geography; and (4) cultural geography. Maps are included. (JHP)

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ED304361

Course Plan Document

Canadian Geography

Grade 10

Prepared by

Austin Albert Mardon

Prepared for

Separate School District #51

Lethbridge, Alberta

1987

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November 1987

Dear Albertans,

It is our Province's continued commitment to Education that has made Alberta into the great Province that it is and it is through a continued commitment to this task that your Government has supported the production and dissemination of this document.

Through the efforts that this series of documents realize, we will ensure that young Albertans have the best education possible.

Sincerely,

Les Young
Minister for Education

FOREWARD

Curriculum documents ultimate purpose is to outline for instructional purposes the parameters of course content and structure. This is to ensure that the legal requirements as set down by her Majesty's Legislature are implemented in our school district. The grade levels covered in this series of documents is Grade Ten to Grade Twelve.

This document is part of an integrated three tier system outlining curriculum in our district. The coding system is outlined in the following sections and is used in all documents in this series.

This document is the result of several years of work and thought by the listed authors and others persons whose cumulative input resulted in this document.

Rahim J. Mukergee, Superintendent, Separate School District #51

Mohamed T. Jones, Jr., Ph.D., Chairman, Spearate School Board #51

EXPLANATION OF SCOPE AND SEQUENCE DOCUMENT

This Scope and Sequence Document is developed to provide an overview of all the courses taught at the secondary level. It establishes the extent and depth of content coverage as well as the order in which the content is to be encountered by the learner.

Mandated Users. The primary interest this document will be to those individuals interested in the overall instructional program management or who are employed to supervise the entire instructional program. By following the document individuals can be sure that they have followed their legal mandates. This document is not intended for specific individual centered specific use, but is useful for its broad general overview.

EXPLANATION OF COURSE PLAN

The Course Plan Document provides the framework for one subject area only. At the secondary level this course plan document outlines the content to be taught during the year in one subject in one particular grade, such as Grade 10 'Canadian Geography'.

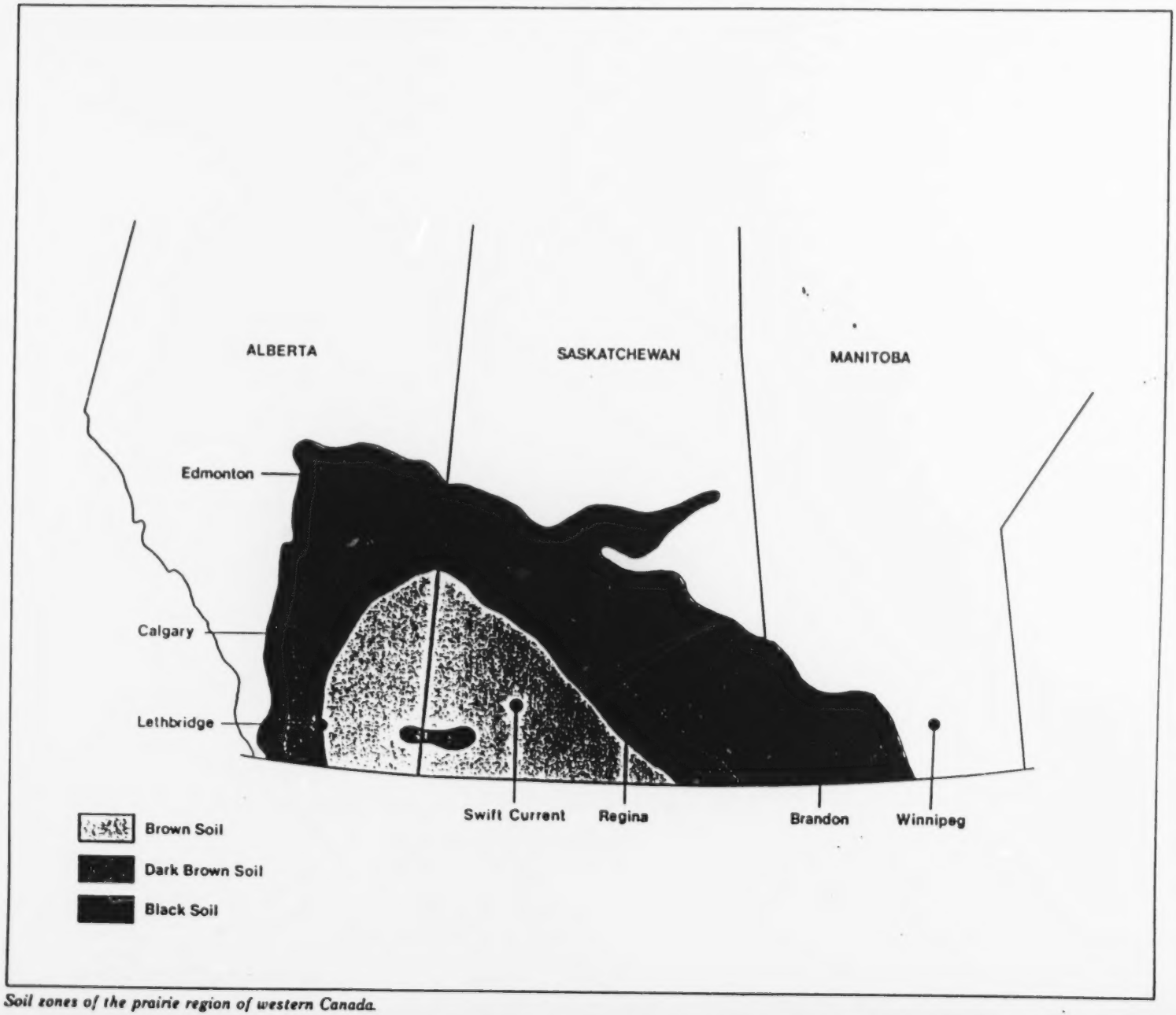
Mandated Users. This document will be of primary interest to those individuals interested in specific information about the basic contents of grade-level instruction within the defined subject area. The classroom teacher might use this document as an overview, but will find that the next document, the Instructional Unit document, to be more beneficial during the course of their teaching year.

EXPLANATION OF INSTRUCTIONAL UNIT

The Instructional Unit document provides a detailed outline of units to be taught in ecah grade-level subject area. Suggestions for diagnosing problem areas in a student's "learning career" are looked at.

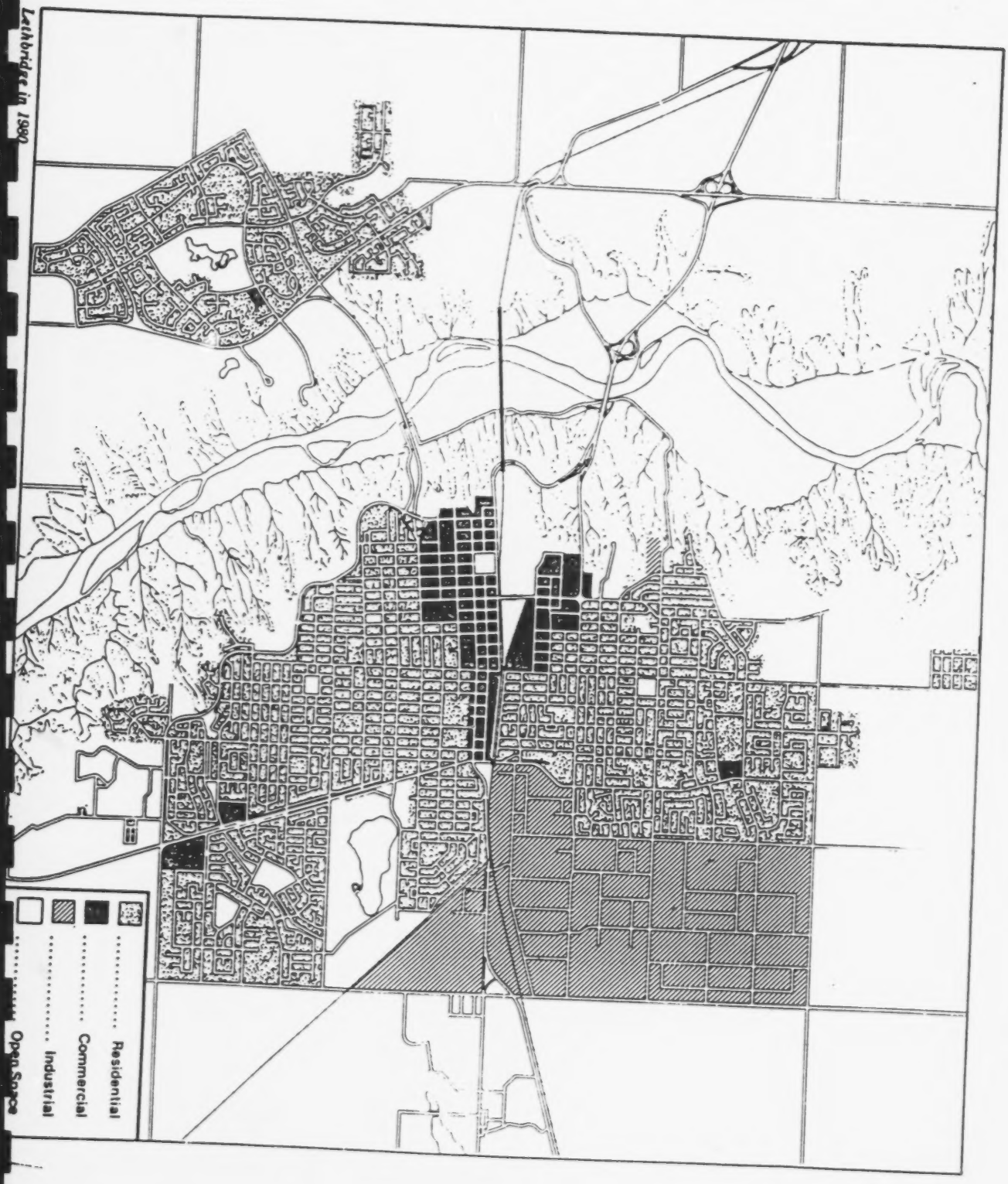
Mandated Users are teachers and paraprofessionals working with learners in the classroom. It is meant to be a guide and aid in the classroom environment.

MAP OF ALBERTA



Soil zones of the prairie region of western Canada.

MAP OF SCHOOLS OF LETHBRIDGE



DEVELOPERS OF THE CURRICULUM DOCUMENT

Mohamed T. Jones, Jr. B.S., Mankato State University; M.S., North Dakota State University; Ph.D., Montana State University; Post Graduate Study; Ten years Superintendent of Separate School District #51.

Austin Albert Mardon. B.A., University of Lethbridge; Graduate Study.

Rahim J. Mukergee. B.A., University of Lethbridge; Elected as Chairman of the Separate School District #51, 1980-1987.

George Tyrell. B.Ed., University of Lethbridge; Vice Principal of Catholic Central High School (1977-); 25 years of teaching experience.

Frank Zieber. B.Ed., University of Lethbridge; Graduate Course Work Gonzaga University; 3 years of teaching experience.

ORGANIZATIONAL CHART

Board

Chairman of the Board

Superintendent

Principal

Vice-Principal

Teacher

EXPLANATION OF NOTATION SYSTEM

Curriculum Area

.01 Geography

.02 Physics

.03 Chemistry

.04 Biology

.05 Social Studies

. (Same scheme in other areas)

Grade Level/Course Title

.01 Geography

.01 Geography-Canadian Geography-GR 10

.02 Geography-Albertan Geography-GR 11

.03 Geography-World Geography-GR 12

.02 Physics

. (Same pattern for all other curriculum areas)

Unit Title

.01 Geography

.01 Geography-Canadian Geography-GR10

.01 Place-Names

.02 Economic Geography

.03 Physical Geography

. (Same scheme for other curriculum areas, grade levels, and course titles)

Generalization

.01 Geography

.01 Geography-Canadian Geography-GR10

.01 Place-Names

.01 Place-Names of Large Physical Features

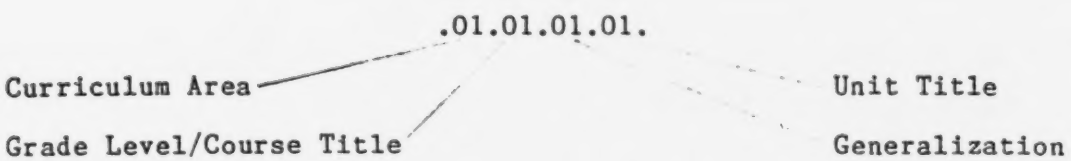
.02 Place-Names of the Provinces

.03 Place-Names of the Provincial Capitals

. (Continue using same format)

This notation system can be strung together allowing a coherent taxonomy to be made of the entire curriculum. This allows for instant recognition of the curriculum using just the shorthand Notation system.

EXPLANATION OF A LINE OF NOTATION



This notation system will be used in all curriculum documents developed and utilized within our local system. This system is used commonly in the Province of Alberta.

In this notation system each set of numerals bounded on both sides by periods, i.e., .01.01.01.01. (hereafter known as 'cluster') refers to a very specific curriculum component. In the above references sample, the total cluster would be decoded as follows;

: The first cluster - .01 - refers to the curriculum area.

: The second cluster - .01 - refers to the grade level/course title.

: The third cluster - .01 - refers to the unit title.

: The fourth cluster - .01 - refers to the generalization.

Now, reference the page titled "Explanation of Notation System." Below is the notation system interpretation of the line of notation at the top of this page;

: The first cluster indicated the curriculum area in Geography.

: The second cluster indicates the course title - Canadian Geography-GR 10.

: The third cluster indicates the unit title - Place-Names.

: The fourth cluster indicates the generalization - Place-Names of Large Physical Features.

CHART OF HIGH SCHOOL STREAM

Social Studies 10	Canadian Geography
Social Studies 11	Albertan Geography
Social Studies 12	World Geography

DESCRIPTION OF CANADIAN GEOGRAPHY

The purpose of Geography is to describe "what goes where and why" in our great world. The course, Canadian Geography, is meant to give the students that take it a good foundation of understanding as to the spatial aspects of our Nation. All of our students at a future point will have the chance to participate in our Nation and they ought to have a basic "geographic literacy" to give breadth to their democratic choices.

LISTING OF UNITS

Unit One: Place-Names

Unit Two: Economic Geography

Unit Three: Physical Geography

Unit Four: Cultural Geography

SCOPE AND SEQUENCE DOCUMENT

SAMPLE LAYOUT PAGE

Curriculum Area and Course Title

.01.01

Geography, Geography-Canadian, Geography-Grade 10

Unit Title

.01.01.01

Place-Names

Generalization

.01.01.01.01

Place-Names of Large Physical Features

COURSE PLAN DOCUMENT

SAMPLE LAYOUT PAGE

Unit Title

Rationale: A statement explaining the unit topic and why it has been included in the course.

Generalizations	Instruction	Evaluation
(Statements related to unit being covered.)	(Goal-directed instructional system.)	(Evaluation procedures formulated to discover progress of learner.)

Concepts

(A listing of key words introduced.)

UNIT ONE: PLACE-NAMES

Rationale: The reason Place-Names is included as a separate unit and place-name knowledge is the basic literacy of geography.

Generalization	Instruction	Evaluation
.01.01.01.01 The location of large physical features	Relate to prior knowledge, allow elaboration. Show students location of features and have them practice locating them.	Give map quiz of physical features.
Concepts Rocky Mountains Prairies Hudson's Bay		

Generalization	Instruction	Evaluation
.01.01.01.02 The location of the Provinces and territories.	Show students location of provinces and have them practice locating them on a map.	Give map quiz on Provinces and territories.
Concepts British Columbia Alberta Saskatchewan Yukon	Manitoba Ontario Quebec Northwest Territories	New Brunswick Nova Scotia Prince Edward Island Newfoundland
.01.01.01.03 The location of the Provincial and territorial capitals.	Show students location of capital and relate to Province. Have students practice on a map.	Give a map quiz on the Provincial and territorial capitals.
Concepts Whitehorse Yellowknife Victoria	Edmonton Regina Winnipeg	Ottawa Quebec City

UNIT TWO: ECONOMIC GEOGRAPHY

Rationale: All human societies involve exchange of goods and services and this therefore is important to the proper understanding of any nation.

Generalization	Instruction	Evaluation
.01.01.02.01 The economics of renewable resource base of Canada.	Show location of resources and how they are utilized.	Locate on map in quiz and essay question on renewable resources identifying future trends.

Concepts
Forests
Hydroelectricity
Agriculture

Generalization	Instruction	Evaluation
.01.01.02.02 The economics of non-renewable resource base of Canada.	Show location and type of resources in Canada and how they are utilized.	Locate on map in quiz and an essay question dealing with non-renewable resources and how this has affected Canada's historical development.

Concepts
Hydrocarbons
Minerals

UNIT THREE: PHYSICAL GEOGRAPHY

Rationale: This comprises the description of landforms on the surface of the earth. These landforms can affect how human beings utilize and create within ecumene.

Generalization	Instruction	Evaluation
.01.01.03.01 The major physical features of Canada.	Locate on map during a review of place-name section.	Short map quiz.

Generalization	Instruction	Evaluation
.01.01.03.02 The access to waterways and how this channeled the development of Canadian settlements.	Ask question about what life is like without industrial machines.	Essay question on how the early French Canadian settlers were affected by the river system.

Concepts
Voyageur
Habitants
Fur Trading

UNIT FOUR: CULTURAL GEOGRAPHY

Rationale: This is the basic human-centered studies of man's groupings. As such they affect the way we interact with the environment.

Generalization	Instruction	Evaluation
.01.01.04.01 Portray the two unique cultures of Canada - French and English.	Locate major culture regions in Canada and mention historical development.	An essay question on why students are able to take French language in school.

Concepts
Upper Canada
Lower Canada
Bilingualism

Generalization	Instruction	Evaluation
.01.01.04.02 Introduce the means by which in a feedback loop subsequent generations developed new technologies to cope with the environment.	Refer to inventions and how they were utilized in unique Canadian situation.	An essay question on how the prairies were opened up with unique transplanted and homegrown technologies.

Concepts
Chainsaw
Parka
Noble Plow